

MEMMINGER ELEMENTARY

20 Beaufain St.
Charleston, SC 29401

GRADES PK-6 Elementary School

ENROLLMENT 366 Students

PRINCIPAL Diane Ross 843-724-7778

SUPERINTENDENT Dr. Maria L. Goodloe 843-937-6319

BOARD CHAIR Ms. Nancy Cook 843-760-2635

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	8	48	43	3

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 15 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Unsatisfactory	N/A
2002	Average	Unsatisfactory	N/A
2003	Average	Unsatisfactory	No
2004	Below Average	Unsatisfactory	No

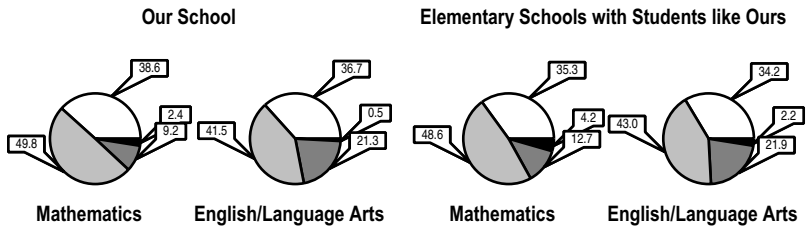
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

72.2%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	219	100.0	36.7	41.5	21.3	0.5	28.5	Yes	Yes
Gender									
Male	110	100.0	47.1	35.6	16.3	1.0	22.1		
Female	109	100.0	26.2	47.6	26.2	0.0	35.0		
Racial/Ethnic Group									
White	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African-American	217	100.0	37.1	41.5	21.5	0.0	28.3	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	164	100.0	25.2	49.7	24.5	0.6	34.8		
Disabled	55	100.0	71.2	17.3	11.5	0.0	9.6	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	219	100.0	36.7	41.5	21.3	0.5	28.5		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	219	100.0	36.7	41.5	21.3	0.5	28.5		
Socio-Economic Status									
Subsidized meals	202	100.0	38.7	41.9	18.8	0.5	26.2	Yes	Yes
Full-pay meals	17	100.0	12.5	37.5	50.0	0.0	56.3		

Mathematics - State Performance Objective = 15.5%									
All Students	219	100.0	38.6	49.8	9.2	2.4	26.1	Yes	Yes
Gender									
Male	110	100.0	43.3	50.0	5.8	1.0	21.2		
Female	109	100.0	34.0	49.5	12.6	3.9	31.1		
Racial/Ethnic Group									
White	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African-American	217	100.0	39.0	49.8	9.3	2.0	25.9	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	164	100.0	27.7	57.4	11.6	3.2	32.9		
Disabled	55	100.0	71.2	26.9	1.9	0.0	5.8	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	219	100.0	38.6	49.8	9.2	2.4	26.1		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	219	100.0	38.6	49.8	9.2	2.4	26.1		
Socio-Economic Status									
Subsidized meals	202	100.0	40.3	49.7	7.9	2.1	24.1	Yes	Yes
Full-pay meals	17	100.0	18.8	50.0	25.0	6.3	50.0		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	59	100.0	18.2	47.3	32.7	1.8	34.5
	Grade 4	63	100.0	24.1	48.1	27.8	N/A	27.8
	Grade 5	71	100.0	59.7	38.8	1.5	N/A	1.5
	Grade 6	49	100.0	57.4	36.2	6.4	N/A	6.4
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	61	100.0	21.1	40.4	36.8	1.8	38.6
	Grade 4	55	100.0	29.4	52.9	17.6	N/A	17.6
	Grade 5	57	100.0	41.8	43.6	14.5	N/A	14.5
	Grade 6	46	100.0	59.1	34.1	6.8	N/A	6.8
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	59	100.0	10.9	54.5	23.6	10.9	34.5
	Grade 4	63	100.0	11.1	59.3	18.5	11.1	29.6
	Grade 5	71	100.0	50.7	44.8	3.0	1.5	4.5
	Grade 6	49	100.0	48.9	34.0	12.8	4.3	17.0
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	61	100.0	28.1	57.9	10.5	3.5	14.0
	Grade 4	55	100.0	33.3	52.9	11.8	2.0	13.7
	Grade 5	57	100.0	47.3	45.5	3.6	3.6	7.3
	Grade 6	46	100.0	47.7	40.9	11.4	N/A	11.4
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 366)				
First graders who attended full-day kindergarten	98.2%	N/C	100.0%	100.0%
Retention rate	3.0%	N/A	3.6%	2.7%
Attendance rate	95.7%	Up from 95.5%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	7.3%		6.6%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	6.9%		5.8%	3.5%
Eligible for gifted and talented	12.9%	No change	5.0%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	14.1%	Up from 14.0%	8.0%	8.2%
Older than usual for grade	1.1%	Down from 17.5%	2.4%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 34)				
Teachers with advanced degrees	61.8%	Up from 61.1%	48.0%	51.4%
Continuing contract teachers	76.5%	Down from 80.6%	78.3%	87.5%
Highly qualified teachers**	84.0%	N/A	92.7%	95.0%
Teachers with emergency or provisional certificates	12.1%		3.6%	0.0%
Teachers returning from previous year	80.8%	Down from 85.0%	82.2%	86.7%
Teacher attendance rate	93.4%	Down from 95.8%	94.8%	94.9%
Average teacher salary	\$40,462	Up 1.6%	\$38,984	\$40,760
Prof. development days/teacher	16.6 days	Up from 13.5 days	13.3 days	12.4 days

School				
Principal's years at school	13.0	Up from 12.0	4.0	4.0
Student-teacher ratio in core subjects	19.8 to 1	Up from 17.1 to 1	16.9 to 1	18.9 to 1
Prime instructional time	87.4%	Down from 89.8%	89.0%	90.0%
Dollars spent per pupil*	\$7,207	Up 9.1%	\$7,052	\$6,044
Percent of expenditures for teacher salaries*	61.5%	Down from 63.9%	63.8%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	88.1%	92.0%
Highly qualified teachers in high poverty schools**	87.8%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Our school boasts a dedicated and committed faculty and a safe, nurturing, child-centered environment in which to educate our children. We have supportive parents, strong mentor and volunteer programs, and excellent community support.

Memminger has just completed our second year of a three-year Comprehensive School Reform Demonstration Grant that provides training and materials for Renaissance Learning and early literacy. Project ARTISTIC has created opportunities for arts infusion into the classrooms through artists-in-residence, Suzuki strings, band, and teacher training.

Our greatest challenge has been closing the gap between primary and elementary student achievement. In order to meet these challenges our teachers have had additional training in using data to make instructional decisions. We have used school-wide norming data, MAP benchmarking, and PACT analysis as well as STAR Reading and Math and DIBELS Early Literacy to improve classroom instruction. Our teachers have also implemented small group instruction for below basic students using Carbo reading to improve fluency, Kamiko software to improve math application and problem solving skills, and Soar to Success to improve reading comprehension.

This year, Memminger signed a formal partnership agreement with the College of Charleston to become a professional development school. We strongly believe that these kinds of collaborations as well as our strong relationship with the Wings Afterschool Program, greatly enhance learning and opportunities for our students, teachers, and families.

Ann Oplinger, Principal
Peggy Bryan, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	32	37	22
Percent satisfied with learning environment	90.3%	70.3%	71.4%
Percent satisfied with social and physical environment	83.3%	69.4%	80.0%
Percent satisfied with home-school relations	53.1%	81.1%	86.4%

*Only students at the highest elementary school grade level at this school and their parents were included.